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ABSTRACT

This project's study of pressure groups in Canadian urban government proposes the development of an interdisciplinary social science cirriculum for the secondary school student in grades 9 through 12 which would give meaningful perspective toward the various decision-making structures and processes. Other major objectives are: 1) to enable the student to perceive the nature, development, and significance of political issues; 2) to develop problem solving skills in analyzing and comparing political issues; and, 3) to develop inquiry skills using case studies, and media. A preliminary questionnaire survey was conducted with Lethbridge and Coaldale, Alberta students: 1) to discover when and why student's social and political alienation occurs at various decision-making levels: family, peer group, student council, city government, or provincial government; 2) to gain insight into the degrees students think they understand the decision-making processes at these levels; 3) to discover the students level of concern or interest, and the degree of influence they think they have regarding these structures; and 4) to look at the political and governmental knowledge. The results and interpretations are given concerning the overall positive attitudes yet demonstrated lack of knowledge of the functions of the political system. A framework and list of generalizations regarding the curriculum are given along with an outline of materials to be developed, and a selected bibliography. (Author/SBE)

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PRESSURE GROUPS AND
THE URBAN COMMUNITY

JUNE 1971

Western Curriculum Project on Canada Studies

ED055014

PREFACE

The phenomena of urbanization has become a reality of our times, bringing with it a multiplicity of problems that affect the social, economic, physical and psychological well-being of the inhabitants of urban living. The increasing size of metropolitan areas acts in reverse order to the feelings of frustration and confinement that many people are beginning to experience. Such feelings stem from an inadequate perspective of how one survives in the urban community. Implicit in the search for identity in the urban community is a recognition and understanding of the political process. This becomes more important by the dynamic nature of the process itself: it is on-going, it involves change, and it fluctuates. More specifically, it refers to those actions that have as their end result the creation of institutions, laws, and regulations by which man is governed, i.e., it is the how, why, and the when of politics.

If we continue to subscribe to the democratic notion that the individual should have a say in the process of government, then it is imperative that he develop some insight into the political decision-making process. He must do more than vote; he must develop some awareness of the manipulation of public opinion by pressure groups and political party organizations. It is to this end that the Lethbridge project dealing with pressure group activity is directed.

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PERSONNEL OF PROJECT

SKOLROOD, A. Harold (Coordinator)

A native of Saskatchewan, he received his primary, secondary and Normal School training in that province. Undergraduate work was done both at the Universities of Saskatchewan and British Columbia. Graduate work was done at the University of Oregon. His public school teaching includes all level, Grades I-XII. Currently, Dr. Skolrood is an Associate Professor of Education at The University of Lethbridge.

WENINGER, Father Bernard (Treasurer)

At present, Bernard is a secondary school social studies teacher with the Lethbridge Separate School System in Alberta. His basic formal education was received in his native Saskatchewan. Subsequently, he furthered his professional interests in education and theology in Toronto. Bernard taught in Ontario secondary schools for several years before being ordained into the priesthood in the Basilian Order. He has held his present post at Catholic Central High School for several years.

JONES, Laurance (Secretary)

Mr. Jones received his primary and secondary education in his native Lethbridge. He did his undergraduate and graduate work at Montana State University. Subsequently, he has done additional graduate work at the University of Oregon and at Washington State University. Mr. Jones is presently a member of the Social Studies Department at the Lethbridge Collegiate Institute.

KRAUSE, Henry

Mr. Krause was born and raised in Saskatchewan where he received both his primary and secondary education. His teacher training was received at the Saskatoon Teachers' College. After having studied at the Universities of Saskatchewan and Calgary, he graduated from The University of Lethbridge. Currently he is a social studies teacher and Coordinator of the Social Studies Department at Wilson Junior High School in Lethbridge.

KANASHIRO, Richard Y.

A native of British Columbia, Mr. Kanashiro received his early education in Alberta. His professional training was taken at the University of Calgary, the University of Alberta, and The University of Lethbridge. Currently he is a teacher of social studies at Kate Andrews High School in Coaldale, Alberta (County of Lethbridge No. 26).

VAN ORMAN, Van

A native of Alberta, Mr. Van Orman received his early education in Taber. After service in the Royal Canadian Navy, he entered the Faculty of Agriculture at the University of Alberta. He returned to the University of Alberta (Calgary Campus) to enter the Faculty of Education, where he completed his Bachelor of Education degree. Mr. Van Orman is currently in the Social Studies Department of the Lethbridge Collegiate Institute.

CONSULTANTS TO THE PROJECT

ADDERLEY, Erwin P.

A native of Bermuda, Mr. Adderley received his elementary education in his native land, and his secondary education in the United States. His Bachelor's and Master's degrees in architecture were received from the University of Nebraska. Following graduation he taught for a year at the University of Nebraska. In addition, he has worked with an architectural firm both in Nebraska and Bermuda. In 1966 he came to Canada and completed his Master of Arts degree in Community and Regional Planning at the University of British Columbia. Upon completion of his second Master's degree, he joined the Oldman River Regional Planning Commission, where in 1969 he was appointed Director. Mr. Adderley identified his role as a professional consultant in the area of community planning. He enunciated a number of constraints prescribed by the Provincial Government which determine the limits of local community decision-making.

AXFORD, Herbert M.

A native of Manitoba, Dr. Axford did his undergraduate work in economics at the University of Manitoba. His graduate work was done at the University of Wisconsin. For a number of years he worked for the Federal Government in the Bureau of Statistics and as Superintendent of Cost Ascertainment in the Post Office. His major interests have centred in public and private finance, monetary theory and fiscal policy. He has taught courses related to money and banking and urban economics. Currently Dr. Axford is Professor of Economics at The University of Lethbridge. While he emphasized the role of economics as being very significant in the decision-making process of the urban community, he carefully described how a managerial type of urban government works.

BETTISON, David G.

Born in Devonshire, England, Dr. Bettison received his early education in his native country before departing for South Africa, and Rhodes University in Grahamstown, Cape Province. Dr. Bettison spent a number of years in Northern Rhodesia, New Guinea, and Australia before emigrating to Canada. He taught at Simon Fraser University before joining the Department of Anthropology and Sociology, The University of Lethbridge, as a Professor of Anthropology.

Dr. Bettison is currently engaged in a study of urbanization in Alberta, sponsored by the Human Resources Council in that province. Dr. Bettison analyzed the nature of political- and Social-decision-making, in addition to raising the question of external influence in determining the nature of certain types of decisions that urban councils can make.

COUSINS, William James

Born in Wales, Mr. Cousins came to Canada where he completed his secondary education at Coleman, Alberta. He took his teacher training at the Calgary Normal School and his undergraduate work was done at the University of Alberta. Before joining the staff of the Lethbridge Junior College, Mr. Cousins taught high school for a number of years in Coleman and Lethbridge. At the Junior College he served as Dean and Instructor in History. With the founding of The University of Lethbridge, he became a Professor of History and the first Chairman of the History Department. Currently, he is a Professor of History at The University of Lethbridge. Professor Cousins analyzed the influence certain groups have had in the past, particularly on the political decision-making in some of the towns in the Crowsnest Pass. Since his interest has been in the labour movement, he used as a focal point of his presentation, the influence and development of the Miners' Club.

DRAVLAND, Vernon

Born in North Dakota, Dr. Dravland received both his elementary and secondary education there before graduating with a Bachelor's degree from Concordia College, Moorhead, Minnesota. His Master's and Doctorate in Education degrees were obtained from the University of North Dakota. Currently, Dr. Dravland is an Associate Professor in the Faculty of Education and Coordinator of the Faculty of Education Research Centre. Dr. Dravland acted as consultant for the development of the questionnaire and assisted in the analysis in addition to making arrangements for the use of the computer.

GOLD, Gerald Louis

A native of Brockville, Ontario, Professor Gold was raised and received his early education in Montreal, P.Q. His undergraduate work and first graduate degree in Anthropology were obtained at McGill. At present he is a Ph.D. candidate at the University of Minnesota. Currently he is an Assistant Professor of Anthropology at the University of Guelph, Guelph, Ontario. Being bilingual, Professor Gold's contribution to the project has been in identifying bibliographic materials on the topic that pertain to Quebec.

GOODALL, Raymond M.

Professor Goodall was born in Retford, Nottinghamshire, England, where he received his elementary and secondary education. His undergraduate work was done at the University of London. Graduate work in Sociology was done at the University of British Columbia. Prior to his untimely death in December, 1970, Professor Goodall had provided the project with the first basic bibliography and a list of definition of terms.

GOODALL, Robert

Born in England, Mr. Goodall received his primary and secondary education in British Columbia. His undergraduate work in Political Science was done at the Universities of British Columbia and Carleton. Graduate work was done at the University of British Columbia. Currently, Mr. Goodall is a Ph.D. candidate in Political Science at York University, Downsview, Ontario. In addition to providing a number of bibliographic lists, he has met with the team members on two occasions.

QUO, F. Quei (Kay)

Born in Taiwan, Dr. Quo did his undergraduate work in Political Science at the National Taiwan University. Graduate work in Political Science was done at the National Chen-chi University, the University of Oregon and Southern Illinois University. Currently Dr. Quo is Professor and Chairman of the Political Science Department, The University of Lethbridge. Dr. Quo enunciated a number of theories of political process using as a basic model one developed by David Easton. He pointed out the distinctions between government process and political process.

RATIONALE OF THE PRESSURE GROUPS IN THE URBAN GOVERNMENT STUDY

Urbanized man has become alienated from his society largely for having failed to develop the analytical and political skills necessary to understand and to determine effectively his changing social and political environment. It is felt that an attempt should be made at the school level to mitigate this inadequacy and so to deal with at least some of the problems which have resulted in the alienation of man. Largely because urbanization and social change have been so relentless, social studies courses on government have been inadequate in that they have not introduced students to the realities of Canadian social and political life. Today, more than ever, at the high school level, there is a dearth of meaningful curricular material dealing with the actual functioning and operation of government, so that there are many individuals who are quite unaware of the nature of civic, political, and governmental operations so directly affecting modern man's way of life. Consequently, too, he knows little about social issues in other areas of Canada. Our study is aimed toward helping the high school student understand himself and his society, as well as interrelationships within that society, and to enable him to achieve a meaningful and purposeful function within Canadian urban life.

This study of Pressure Groups in the Urban Government proposes then, the development of a curriculum for the secondary school student which would give meaningful perspective toward the various decision-making processes in urban communities across Canada. Specifically, this project intends to develop a transferable course of study on the influence of pressure groups on political decision-making in smaller Canadian cities. It is felt that if the student studies and critically analyzes relevant political decisions, he will develop a more active interest in the political system and be in a better position to make effective and constructive contribution to his ever increasingly urbanized society. Furthermore, it is felt that if a course can be developed which will involve classroom teachers, students and professional consultants, the material will be interesting, pertinent, and meaningful to the student as well as exciting to the teacher, especially so if developed and modified constantly over a few years as is the plan of Project Canada West.

A further goal of this study of Pressure Groups in the Urban Government is to develop inquiry skills using a multi-disciplinary perspective. In this way, students will acquire both a wide and an in-depth understanding of civic government. For instance, if students were studying the membership characteristics of influential pressure elites in local government, they would hopefully compare inputs acquired from multiple, primary, and secondary sources from representative regions of Canada. To do so will require the inputs from the several social science disciplines. The student would thus study pertinent issues in the broader context of their historical, economic, sociological, psychological, anthropological, and political science dimensions. This will guarantee the Canadian student the right to work with subject matter that is relevant, familiar, contemporary and Canadian, as opposed to stereotyped, outdated, and often foreign, to his experience. In the past, perhaps because our materials had a traditional quality, we simply assumed that they were thereby adequate for Canadians.

Another major academic objective of this study is to enable the student to perceive the nature, development and significance of political issues, and to understand the influence of pressure groups in the day-to-day working operation within a truly Canadian setting. Although closely related, another objective is the development of student skills in analyzing and comparing political issues, particularly as related to pressure groups. In order to develop this analytical skill, the student will be encouraged to pursue the following general procedural model:

a) Recognition of the political issue.
b) Determination of the feasible alternatives toward the solution of each issue.
c) Consideration of various consequences of each issue.
d) Rational selection of the best possible solution.

Once a student has learned to analyze the political complexities of one or more issues, it is hoped he could then re-apply the problem-solving principles to other areas of learning.

GENERAL OBJECTIVES OF THE PRELIMINARY SURVEY

First Objective:

Curricular materials ought to be developed to meet real needs and skills of Canadian students. The Lethbridge Project Canada West Team is convinced that curricular materials ought to take into consideration the actual state of Canadian young people's attitudes, knowledge, needs and skill. Since our goal is to produce relevant materials about civic pressure groups for Canadian high school students, we felt the need to discover the state of actual affairs just mentioned. For this reason, we conducted the preliminary survey on Lethbridge and Coaldale, Alberta students, from Grades IX to XII--we wanted to use students as our primary resources input in determining our minds and our goals.

Second Objective:

Yet another objective of our survey was to discover both the point at which the student's social and political alienation from the more complex and institutionalized levels of human society takes place, as well as to discover, if possible, why this alienation occurs. We accept that alienation is an indisputable social and political phenomenon which plagues young Canadians. We hypothesize that this alienation is due to:

a) students' lack of knowledge about how the "establishment" works, and how it applies its values, and,

b) students' lack of understanding of the skills that can be employed to influence this "establishment" constructively.

Our survey was intended to locate areas of misunderstanding at five different levels of social decision-making--the family, the peer group, the student council, the city, and the province. Also it was calculated to show us what meanings students attach to certain political expressions used frequently in school. To put it in a nutshell, our second objective was to find out <u>what</u> students know about government, <u>whether</u> they understand how it works, and <u>what</u> they mean when they talk about government and politics.

Third Objective:

Attitudes, it is becoming increasingly evident, play a very large role in the person's capacity to learn and to understand. For this reason, our third

objective in this preliminary survey was to discover, hopefully, some rather basic attitudes our Canadian high school students have toward the entire range of political decision-making. How does the student FEEL about this particular confrontation with the larger social and urban environment? Does he feel he can justly influence it or does he feel utterly frustrated in this regard?

Fourth Objective:

Living the urban reality which is Canada today is much more than a matter of knowing the decision-making forces involved or of a feeling towards the decision-making process; it also involves constructive skills that can be acquired to influence the competitive urban environment. In fact the central objective of the entire study is to examine closely one of the oldest and most cultivated skills used to influence civic decision-makers, namely the workings of pressure groups. Our fourth objective then is to discover whether students understand any of the basic social skills in the area of politics and government, and whether or not they can employ them to meet their just social expectations.

RATIONALE FOR ALIENATION ITEMS

Fourteen items on the preliminary survey were intended to discover the area, or areas, at which students generally experience their first and sharpest point of alienation from the various levels of political decision-making structures: the family (questionnaire items 21, 15, 24), the peer group (questionnaire items 14, 5), the student council (questionnaire items 27, 3, 11), the city government (questionnaire items 32, 29, 19), or the provincial government (questionnaire items 16, 31). We wanted to locate this point of departure for the majority of students. In addition to this, the items were so constructed as to discover first, the degree of interest the student has in the different levels of community; secondly, the degree to which he understands, or thinks he understands how each level makes political decisions; and thirdly, the degree of influence the student thinks he has in the actual decision-making processes at each level.

Knowledge of the precise level at which political alienation first takes place is rather vital to our study for perhaps obvious reasons. If, by chance, students do not feel alienated at the urban level, we will need to discover whether they actually know how the city makes decisions. It may be that their alienation is more apparent than real; of course, it may be just the opposite as well. However, and this is more likely, they may feel alienated at a lower level. In any case, we wanted to locate the point of alienation. We feel that the attitudes formed in understanding of actual situations will minimize the amount of alienation, which is one of the ultimate goals of our project.

UNDERSTANDING ITEMS

The rationale for this group of items was simply to gain some insight into the degrees to which students think they understand the decision-making processes at the various political levels of our Canadian society.

Item 15: I UNDERSTAND HOW DECISIONS ARE MADE IN MY FAMILY.

RESPONSES FOR QUESTION 15

GRADE	SA	A	U	D	SD	NO RESP.
9	26.0	56.0	4.0	8.0	6.0	0.0
10	24.0	64.0	2.0	6.0	4.0	0.0
11	13.3	60.0	13.3	6.7	4.4	2.2
12	13.0	60.9	10.9	8.7	6.5	0.0

Item 5: I AM CONSULTED WHEN THE GANG, THAT IS, MY EIGHT CLOSEST FRIENDS, MAKE A GROUP DECISION WHICH INVOLVES ME.

RESPONSES FOR QUESTION 5

GRADE	SA	A	U	D	SD	NO RESP.
9	22.0	40.0	18.0	8.0	12.0	0.0
10	14.0	46.0	14.0	18.0	6.0	2.0
11	17.8	46.7	26.7	8.9	0.0	0.0
12	21.7	50.0	10.9	4.3	10.9	2.2

Item 3: I KNOW WELL AT LEAST ONE STUDENT ON OUR STUDENTS' COUNCIL.

RESPONSES FOR QUESTION 3

GRADE	SA	A	U	D	SD	NO RESP.
9	62.0	24.0	4.0	4.0	6.0	0.0
10	30.0	38.0	4.0	20.0	8.0	0.0
11	37.8	42.2	6.7	4.4	8.9	0.0
12	32.6	50.0	8.7	4.3	4.3	0.0

Item 29: I HAVE DISCUSSED AT LENGTH CITY COUNCIL BUSINESS WITH AN ADULT.

RESPONSES FOR QUESTION 29

GRADE	SA	A	U	D	SD	NO RESP.
9	4.0	14.0	12.0	40.0	30.0	0.0
10	2.0	18.0	8.0	56.0	16.0	0.0
11	0.0	8.9	8.9	46.7	28.9	6.7
12	4.3	10.9	4.3	52.2	28.3	0.0

Item 31: SOMETIMES I DISCUSS PROVINCIAL AFFAIRS WITH FRIENDS.

RESPONSES FOR QUESTION 31

GRADE	SA	A	U	D	SD	NO RESP.
9	4.0	32.0	12.0	30.0	22.0	0.0
10	0.0	38.0	14.0	36.0	12.0	0.0
11	0.0	31.1	8.9	37.8	15.6	6.7
12	4.3	63.0	8.7	13.0	10.9	0.0

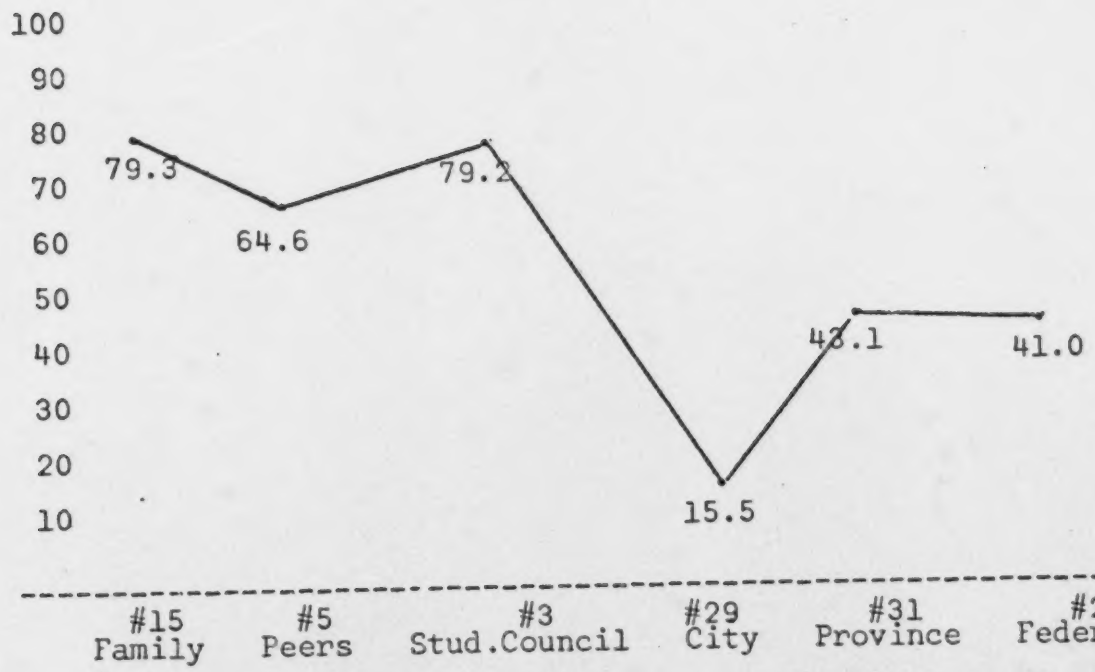
Item 23: SOMETIMES I DISCUSS THE FEDERAL GOVERNMENT'S POLICIES WITH MY FRIENDS

RESPØNSES FØR QUESTIØN 23

GRADE	SA	A	U	D	SD	NØ RESP.
9	4.0	30.0	14.0	24.0	23.0	0.0
10	2.0	34.0	10.0	32.0	22.0	0.0
11	4.4	24.4	8.9	28.9	28.9	4.4
12	4.3	60.9	6.5	19.6	8.7	0.0

INTERPRETATION OF THE ABOVE DATA

Percentage of Students Who Think They Understand the Workings of the Various Social Structures



From the foregoing it is evident that nearly 80 percent of all students responding to the questionnaire felt they actually understood the decision-making process in the home and in the Students' Council. However, this figure drops significantly at the provincial level and very markedly at the civic political decision-making level. Although much more input is required to analyze the significance of this phenomenon, we can nevertheless, tentatively hypothesize that students feel they do not know how governmental decisions are made at the city level. There is obviously much more work to do in this area.

CONCERN ITEMS

With these items we hoped to discover our students' level of concern or interest with the various political decision-making structures within Canadian society. The following items were intended to provide this information.

Item 21: I HAVE DISCUSSED FAMILY FINANCIAL COMMITMENTS WITH MY PARENTS.

RESPØNSES FØR QUESTIØN 21

GRADE	SA	A	U	D	SD	NØ RESP.
9	10.0	50.0	12.0	14.0	12.0	2.0
10	6.0	50.0	12.0	22.0	10.0	0.0
11	20.0	28.9	17.8	20.0	6.7	6.7
12	6.5	56.5	6.5	19.6	10.9	0.0

Item 27: I HAVE DISCUSSED STUDENT COUNCIL BUSINESS WITH A MEMBER OF THE STUDENTS' COUNCIL.

RESPØNSES FØR QUESTIØN 27

GRADE	SA	A	U	D	SD	NØ RESP.
9	26.0	30.0	4.0	14.0	24.0	2.0
10	4.0	22.0	10.0	36.0	28.0	0.0
11	15.6	17.8	13.3	33.3	13.3	6.7
12	2.2	47.8	2.2	30.4	17.4	0.0

Item 32: I READ NEWSPAPER ACCOUNTS OF CITY COUNCIL ACTIVITIES.

RESPØNSES FØR QUESTIØN 32

GRADE	SA	A	U	D	SD	NØ RESP.
9	10.0	50.0	12.0	14.0	14.0	0.0
10	6.0	48.0	14.0	24.0	8.0	0.0
11	6.7	31.1	11.1	35.6	6.7	8.9
12	2.2	47.8	10.9	23.9	15.2	0.0

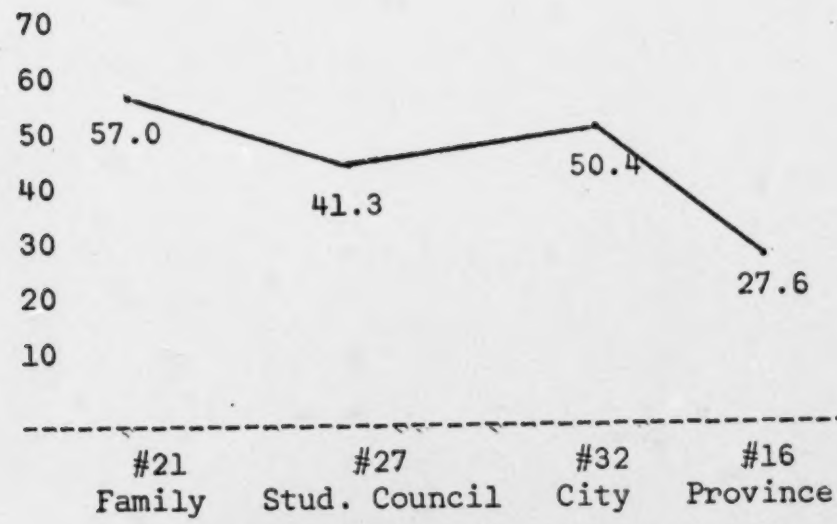
Item 16: I AM GENERALLY AWARE OF PROVINCIAL GOVERNMENTAL POLICIES.

RESPONSES FOR QUESTION 16

GRADE	SA	A	U	D	SD	NO RESP.
9	0.0	32.0	32.0	20.0	12.0	4.0
10	2.0	26.0	22.0	48.0	2.0	0.0
11	4.4	11.1	31.1	37.8	13.3	2.2
12	0.0	34.8	32.6	30.4	2.2	0.0

INTERPRETATION

Percentage of Students Interested (Concerned) about Political Decisions at Various Levels



Although these items were intended to reflect students' levels of interest or concern with the different decision-making structures, it should be pointed out that some of them may have varying degrees of impact upon the student because they were worded quite differently. With these limitations in mind, we make the following interpretation.

Not surprisingly, the students' greatest overall concern appears to be with the family structure itself. Surprisingly though, students seem to be more interested and/or concerned with civic affairs than with those of the students' councils. (This too will need to be examined further at a later date.) Finally, students were least concerned with provincial politics, if this survey had any reliability.

INFLUENCE ITEMS

These items were purely and simply designed to analyze the degree of influence students think they have on various political structures in their society.

Item 24: MY PARENTS HAVE BEEN INFLUENCED BY MY RECOMMENDATIONS WITH RESPECT TO LARGE FAMILY PURCHASES.

RESPØNSES FØR QUESTIØN 24

GRADE	SA	A	U	D	SD	NØ RESP.
9	14.0	36.0	28.0	14.0	8.0	0.0
10	6.0	36.0	22.0	22.0	14.0	0.0
11	4.4	33.3	20.0	26.7	11.1	4.4
12	2.2	37.0	19.6	23.9	17.4	0.0

Item 14: THE GANG, THAT IS, MY EIGHT CLOSEST FRIENDS, ARE INFLUENCED BY MY SUGGESTIONS WITH RESPECT TO GROUP DECISIONS.

RESPØNSES FØR QUESTIØN 14

GRADE	SA	A	U	D	SD	NØ RESP.
9	18.0	48.0	18.0	12.0	4.0	0.0
10	8.0	62.0	22.0	4.0	4.0	0.0
11	13.3	46.7	26.7	8.9	2.2	2.2
12	8.7	63.0	17.4	2.2	6.5	2.2

Item 11: I CAN INFLUENCE DECISIONS MADE BY THE STUDENTS' COUNCIL.

RESPONSES FØR QUESTION 11

GRADE	SA	A	U	D	SD	NØ RESP.
9	8.0	24.0	26.0	24.0	18.0	0.0
10	0.0	38.0	16.0	28.0	18.0	0.0
11	4.4	26.7	28.9	24.4	15.6	0.0
12	0.0	23.9	17.4	34.8	23.9	0.0

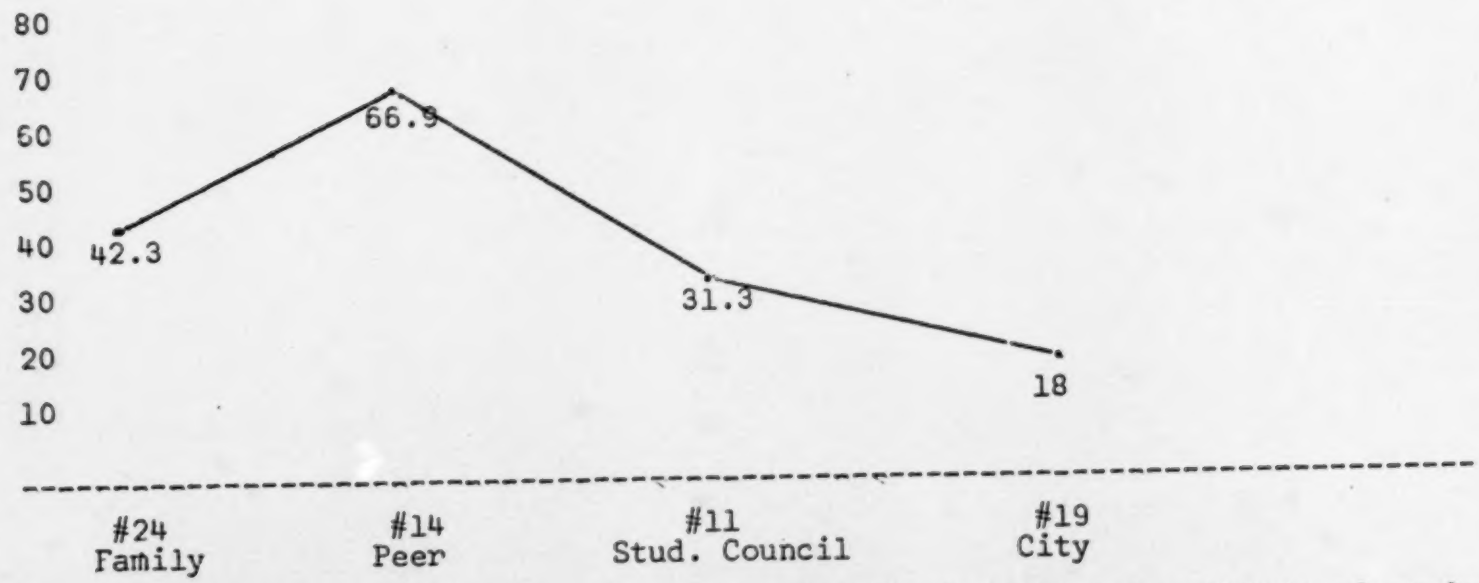
Item 19: I CAN INFLUENCE CITY COUNCIL ON THE MAKING OF POLICY.

RESPONSES FOR QUESTION 19

GRADE	SA	A	U	D	SD	NO RESP.
9	4.0	16.0	20.0	26.0	32.0	2.0
10	4.0	26.0	16.0	30.0	24.0	0.0
11	0.0	13.3	17.8	44.4	20.0	4.4
12	0.0	8.7	15.2	39.1	37.0	0.0

INTERPRETATION

Percentage of Students Who Feel They Can Influence Government at Various Levels



From the above information, we conclude that about two-thirds of students responding felt they had more influence at their own peer level than at any other social level. Only 18% felt they could influence decisions made at the civic level. The results of this questionnaire indicate that students are definitely alienated toward the civic political structure and that this alienation begins with the family and continues to increase within the school and city level respectively.

OVERALL INTERPRETATION OF ALIENATION QUESTIONS

Based on evidence of the preliminary survey items on ALIENATION, the following generalizations can be made:

a) There is a measurable lack of interest and/or concern about the various decision-making structures within the Society, which we could call apathy. We feel that this does reflect the students we teach.

b) There is a significant lack of understanding--in some cases a marked lack of understanding--of the social decision-making processes in Canada.

c) There is a marked feeling of alienation from at least the family, the city, and the province, and their decision-making processes.

Though the evidence is insufficient to show a direct correlation between any two factors tested, namely, understanding, interest and influence, there is ample evidence to indicate that further concentrated study should be called for and that a curriculum based on rectifying these factors is desirable, and we feel, feasible.

RATIONALE ON ATTITUDES

Three items on the survey were intended to be specific indicators about our students' basic values and attitudes with regard to community welfare, law and majority rule. We chose these three concepts because no modern democracy does function without invoking their use. At the same time, we were cognizant of inherent, and often, conflicting values within our society which contribute toward radically different meanings for these concepts. These latter values are private enterprise, freedom, and human rights. We wanted to measure students' own ideals and values against the prevailing social values of the governments which direct our lives.

Item 4: Rationale

Any political decision at any and every level of human government is essentially a social decision based on the actual or presumed values of the society for which that particular form of government speaks. For example,

When the family decision-maker plans a summer vacation for the family, he does so on the basis of the family's explicit wants, or on what he thinks are the family's wants, or else again on what he thinks the family needs if it had its own overall interests at heart. Item 4 of the questionnaire seeks to discover the prevalent value of students with regard to the value of economic development within the present day urban context. Of course, this is one value taken in isolation, it does not measure students' other values specifically, but it will indicate whether students generally rate economic values above other civic values. In the final analysis this item seeks to discover whether students agree that personal economic sacrifices are demandable for the fostering of the "common good."

Item 4: THE HOMEOWNER SHOULD SUPPORT LOCAL INDUSTRY, EVEN IF IT MEANS PAYING MORE THAN HIS SHARE OF THE TAX LOAD, PROVIDED IT IS FOR THE GOOD OF THE COMMUNITY AS A WHOLE.

RESPONSES FOR QUESTION 4

GRADE	SA	A	U	D	SD	NO RESP.
9	6.0	18.0	24.0	32.0	20.0	0.0
10	4.0	24.0	30.0	24.0	18.0	0.0
11	6.7	28.9	13.3	40.0	11.1	0.0
12	2.2	19.6	26.1	47.8	4.3	0.0

INTERPRETATION

Approximately one-half of the students surveyed are opposed to governmental subsidy to private industry. However, a significant number, approximately one-quarter, agree that private industry should be subsidized through taxation for the good of the community as a whole. Another phenomenon that can be observed, we think, is that as students become older, their views on this value are less and less polarized, they are more and more cautious in their agreement or disagreement.

Item 9: Rationale

An inquisitive generation, a generation of open minds, tends to enquire about "sources." The origin of an instruction or command is important to the individual in helping him determine his response to that command. We think it

is important to discover the students' attitude and their thinking with regards to the source of law itself. Can they identify in any way with civic ordinances? Do they see the very "social" nature of law? Perhaps if they do, they are properly oriented toward wanting to obey law.

Item 9: LAW IS THE EXPRESSION OF THE PEOPLE AS A WHOLE, RATHER THAN THE EXPRESSION OF CERTAIN INDIVIDUALS.

RESPONSES FOR QUESTION 9

GRADE	SA	A	U	D	SD	NO RESP.
9	38.0	32.0	8.0	14.0	8.0	0.0
10	22.0	56.0	8.0	14.0	0.0	0.0
11	20.0	55.6	11.1	8.9	4.4	0.0
12	26.1	50.0	17.4	6.5	0.0	0.0

INTERPRETATION

Three-quarters of the students do feel that the law is the expression of the people as a whole. What is more the tendency to disagree is significantly higher among Grade IX students and drops off in the high school years. Once more, the degree of indecision is greater among the Grade XII students. It is interesting to note that among adults, in our experience, this question is hotly debatable.

Item 22: Rationale

Any workable, democratic system needs to resolve the question of how to decide when absolute concurrence is not available. And reality seems to say that there will never be full social concurrence on anything. Our democratic tradition resolves the issue by casting the decision in favor of the constitutionally defined majority. What is general student attitude toward this practice? Do they value it highly or do they hold it much in suspicion? At any rate, we think the notion of majority rules is one that needs to be clarified if students are going to understand the reality which is urban government.

Item 22: IF GOVERNMENTAL DECISIONS ARE MADE ON THE BASIS OF MAJORITY RULE, THEY MUST BE THE BEST DECISIONS.

RESPONSES FOR QUESTION 22

GRADE	SA	A	U	D	SD	NO RESP.
9	8.0	30.0	14.0	30.0	16.0	2.0
10	4.0	32.0	16.0	30.0	18.0	0.0
11	4.4	24.4	24.4	28.9	13.3	4.4
12	2.2	8.7	8.7	60.9	19.6	0.0

INTERPRETATION

Well over half of the students disagree that majority decisions are necessarily the best decisions that can be made. However, the significant statistics show up on the Grade XII level: they are over 81% opposed to this assertion and significantly less undecided on this question. Perhaps this is a very fundamental question for any politically alive person, but we think the Grade X student could grasp this notion as fully as the senior student. We can only guess that perhaps senior students are less naive about this issue because they have been involved in enquiry oriented social studies curriculum.

OVERALL INTERPRETATION ON ATTITUDE ITEMS

From these items, we conclude that students' attitudes toward basic values very nearly approximate those of the society itself. There is one major exception, namely that students seem to favor a more rigorous, private enterprise system to a government controlled economic system. In fact, we know that most cities would not hesitate to assist private enterprise if they could offer a few more of their citizens jobs as a result.

RATIONALE FOR KNOWLEDGE QUESTIONS

These questions are designed to gain some insight into the political and governmental cognizance of students. An attempt will also be made to measure the relationship between level of knowledge, student attitudes and points of alienation within the political and governing structures.

Item 1: Rationale

This question is intended to reflect the students' concepts of citizenship. What is the attitude of the Canadian student toward the franchise? Does the citizen complete his duty at the polling booth on election day by voting, or does he continually attempt to exert his political influence by keeping involved in the political and governmental process.

Item: 1: THE MOST IMPORTANT THING ABOUT BEING A CITIZEN IS THAT A PERSON CAN VOTE AT ELECTION TIME.

RESPONSES FOR QUESTION 1

GRADE	SA	A	U	D	SD	NO RESP.
9	8.0	22.0	20.0	34.0	16.0	0.0
10	10.0	40.0	6.0	38.0	6.0	0.0
11	8.9	24.4	17.8	40.0	8.9	0.0
12	0.0	37.0	13.0	39.1	10.9	0.0

INTERPRETATION

The response to this question was varied. Approximately 50% of the Grade IX, XI and XII students responded negatively, reflecting their thoughts that citizenship involved more than merely voting privileges. Fifty percent of the Grade X students think that the vote is the most important thing regarding citizenship. Among the Grade XII students, over one-third agreed with the above concept. A sizeable proportion of students (one-third or more) apparently think that the citizen completes his responsibility at the polling booth; they are seemingly unaware of other areas in which the citizen can exert a greater influence on the community.

Overall, students are not sold on the importance of the right to vote. They feel that the vote alone does not make citizenship particularly great.

Item 13: Rationale

This question is intended to test the students' knowledge regarding the amount of coordination on policy making between the different levels of government. Do all levels of government have both a common objective and a common approach to that goal, or is there a lack of coordination regarding goals and policies?

Item 13: THERE IS GENERALLY POLICY AGREEMENT AMONG LOCAL, PROVINCIAL AND FEDERAL LEVELS OF GOVERNMENT.

RESPONSES FOR QUESTION 13

GRADE	SA	A	U	D	SD	NO RESP.
9	6.0	40.0	40.0	10.0	2.0	2.0
10	2.0	36.0	44.0	16.0	0.0	2.0
11	0.0	31.1	42.2	17.8	6.7	2.2
12	2.2	37.0	26.1	26.1	8.7	0.0

INTERPRETATION

Between 40% and 44% of the Grade IX, X, and XI students responded in the undecided column, which would indicate a lack of knowledge in this particular area. Approximately one-third or more students of all grade levels agreed with the question, indicating that they think there is coordination between the levels of government on policy. Perhaps students tend to equate government at any level with the government at another level. Only 34.8% of the Grade XII students felt there was no policy coordination. An overall total of 74% of the students were either undecided or agreed on this statement.

Item 8: Rationale

This question was designed to test the students' knowledge of outside factors in local decision-making. Do local officials actually control their own working situations, or are they influenced by extraneous factors?

Item 8: LOCAL SCHOOL OFFICIALS CAN FREELY MAKE EDUCATIONAL DECISIONS SUCH AS THE PLANNING AND CONSTRUCTION OF SCHOOLS, THE INTRODUCTION OF COURSES OF STUDY, ETC., THAT AFFECT YOU PERSONALLY IN SCHOOL.

RESPONSES FOR QUESTION 8

GRADE	SA	A	U	D	SD	NO RESP.
9	18.0	16.0	18.0	24.0	24.0	0.0
10	6.0	14.0	14.0	32.0	34.0	0.0
11	2.2	11.1	15.6	33.3	37.8	0.0
12	0.0	6.5	2.2	52.2	37.0	2.2

INTERPRETATION

Students tended to disagree with this statement in inverse proportion to their grade level. For instance, 48.2% of the Grade IX students either disagreed or strongly disagreed, while 89.2% of the Grade XII students registered negative responses. It would appear, therefore, that although a majority of students are aware of the influence of outside factors in decision-making, this awareness is more apparent among the older students. From another perspective, however, it can be pointed out that almost one-third of the students do not recognize the limitation placed on this area of civic government.

Item 26 and 2: Rationale

From these two questions it is hoped to gain the students' concept of government. Does government facilitate their potential abilities and aspirations, or does it limite their actions?

Item 26: THE MAIN FUNCTION OF GOVERNMENT AT ANY LEVEL IS TO FACILITATE THE ACTIVITIES OF ITS CITIZENS.

RESPONSES FOR QUESTION 26

GRADE	SA	A	U	D	SD	NO RESP.
9	10.0	48.0	24.0	14.0	0.0	4.0
10	2.0	46.0	36.0	14.0	2.0	0.0
11	8.9	35.6	31.1	11.1	2.2	11.1
12	4.3	52.2	26.1	15.2	2.2	0.0

Item 2: THE MAIN FUNCTION OF GOVERNMENT AT ANY LEVEL IS TO CONTROL PEOPLE BY RESTRICTING THEIR ACTIVITIES.

RESPONSES FOR QUESTION 2

GRADE	SA	A	U	D	SD	NO RESP.
9	2.0	12.0	14.0	42.0	30.0	0.0
10	0.0	4.0	10.0	44.0	42.0	0.0
11	2.2	11.1	4.4	48.9	33.3	0.0
12	0.0	0.0	6.5	50.0	43.5	0.0

INTERPRETATION

There seems to be a basic corelation between the results of these two questions: most students see governing bodies as facilitators, not restrictors of their actions.

Item 20: Rationale

This question was intended to give some indication of what students think is the function of government. Do students see government as a single law-giving, law-keeping device? Or do they expect other things of government?

Item 20: GOVERNMENT HAS ONLY THREE FUNCTIONS: TO MAKE LAWS, TO INTERPRET THOSE LAWS, AND TO ENFORCE THOSE LAWS.

RESPONSES FOR QUESTION 20

GRADE	SA	A	U	D	SD	NO RESP.
9	8.0	12.0	28.0	28.0	24.0	0.0
10	8.0	20.0	12.0	42.0	18.0	0.0
11	11.1	24.4	13.3	28.9	17.8	4.4
12	2.2	17.4	6.5	58.7	15.2	0.0

INTERPRETATION

With the exception of the Grade Xi students, the majority of students disagreed with this statement. This would indicate that students felt that government plays a greater role than simply the fulfillment of these three basic functions. The disagreement was highest among the Grade XII students.

Item 12: Rationale

This question is intended to determine whether the students have a knowledgeable and pragmatic understanding of the governmental system. Would government function best if everyone were to become responsive and vocalize alternate policies, or would government operate better if a number of citizens remained uninvolved?

Item 12: OUR FORM OF GOVERNMENT WOULD FUNCTION BEST IF 100% OF THE CITIZENS REMAINED POLITICALLY RESPONSIVE AND CONCERNED NOT ONLY DURING AN ELECTION, BUT FROM ONE ELECTION TO THE NEXT.

RESPONSES FOR QUESTION 12

GRADE	SA	A	U	D	SD	NO RESP.
9	36.0	42.0	18.0	0.0	4.0	0.0
10	56.0	24.0	10.0	8.0	2.0	0.0
11	37.8	35.6	17.8	6.7	2.2	0.0
12	43.5	34.8	15.2	4.3	0.0	2.2

INTERPRETATION

A large majority of students agreed with this statement. They tend to discount the Quo Theory that a democracy can function best if a sizeable portion of the electorate remains uninvolved. The student response would indicate that 100% involvement by the citizens will lead to good government; they seemingly have not considered that interest of this proportion could lead to confusion, inconsistency and chaos.

Item 17: Rationale

This question was designed to see if the students have any connotations or specific knowledge of the terms "bureaucracy" and/or "civil service."

Item 17: BUREAUCRACY IS A TERM WHICH REFERS TO CIVIL SERVICE OF ANY GOVERNMENT.

RESPONSES FOR QUESTION 17

GRADE	SA	A	U	D	SD	NO RESP.
9	0.0	4.0	94.0	2.0	0.0	0.0
10	0.0	8.0	74.0	16.0	0.0	2.0
11	0.0	17.8	68.9	4.4	4.4	4.4
12	0.0	15.2	63.0	19.6	2.2	0.0

INTERPRETATION

A large number of students (94% of the Grade IX's) were undecided on this question, indicating possible confusion of misunderstanding of the terms "bureaucracy" and/or "civil service." Grade XII students also responded in the undecided column, but to a somewhat lesser extent of 63%. It is interesting to note that 19% of the Grade XII group disagreed that bureaucracy refers to the civil service of government, while 15% agreed.

Item 6: Rationale

Do students view participatory democracy as an effective as well as an efficient way of governing a community? The issues here are by no means definitive--for example, one might equate efficiency with the most practical

method, but another might relate it to high costs and great time consumption. At any rate, these qualities of participatory democracy need to be examined and clarified.

Item 6: DECISION-MAKING IN GOVERNMENT IS MORE EFFICIENT AS THE RESEARCH AND RESOLUTION OF PROBLEMS IS GIVEN OVER TO COMMITTEES OF CITIZENS.

RESPONSES FOR QUESTION 6

GRADE	SA	A	U	D	SD	NO RESP.
9	2.0	36.0	42.0	12.0	4.0	4.0
10	16.0	20.0	42.0	14.0	8.0	0.0
11	2.2	40.0	37.8	11.1	4.4	4.4
12	10.9	32.6	39.1	15.2	2.2	0.0

Item 10: DECISION-MAKING IN GOVERNMENT IS MORE EFFECTIVE AS THE RESEARCH AND RESOLUTION OF THE PROBLEMS ARE GIVEN OVER TO COMMITTEES OF CITIZENS.

RESPONSES FOR QUESTION 10

GRADE	SA	A	U	D	SD	NO RESP.
9	12.0	38.0	42.0	4.0	2.0	2.0
10	14.0	34.0	30.0	18.0	4.0	0.0
11	6.7	35.6	42.2	8.9	4.4	2.2
12	13.0	37.0	30.4	13.0	4.3	2.2

INTERPRETATION

Consistently about 40% of the students are not decided about efficiency and effectiveness. Today, as always, there is a silent majority and an active minority--would government function better if the groups reversed themselves and became silent minorities and active majorities? What is meant by effective government? What is meant by efficient government? At what point must these qualities in government be sacrificed to save democracy? Can effective government be inefficient government, or vice versa?

Item 18: Rationale

Do students feel they can exert greater influence on governmental decision-making by emotional action, or can they be more influential by submitting a rational, well-documented presentation to council?

Item 18: GOVERNMENTS RESPOND MORE QUICKLY TO PEOPLE'S EMOTIONS THAN TO THEIR REASONING.

RESPONSES FOR QUESTION 18

GRADE	SA	A	U	D	SD	NO RESP.
9	6.0	24.0	20.0	34.0	16.0	0.0
10	6.0	14.0	16.0	44.0	20.0	0.0
11	2.2	17.8	22.2	33.3	17.8	6.7
12	6.5	30.4	13.0	37.0	13.0	0.0

INTERPRETATION

The majority of students disagreed with this statement, indicating that they think governments respond greater to reasoning than to emotion. However, a sizeable number (36.9% of the Grade XII's) agreed that governments respond more quickly to people's emotions.

Item 25: Rationale

This question is intended to reflect the students' awareness of political activity. Is politics reserved for the elected officials alone, or is the field open for the average citizen as well? Do students equate political activity with governmental activity?

Item 25: POLITICAL ACTIVITY IS THE FUNCTION OF ELECTED OFFICIALS ALONE.

RESPONSES FOR QUESTION 25

GRADE	SA	A	U	D	SD	NO RESP.
9	4.0	8.0	34.0	36.0	16.0	2.0
10	2.0	4.0	22.0	48.0	24.0	0.0
11	0.0	8.9	20.0	40.0	20.0	11.1
12	0.0	0.0	2.2	60.9	37.0	0.0

INTERPRETATION

A majority of students disagreed with this statement, which would indicate that they realize political activity is not reserved only for the elected officials. The Grade XII students were more cognizant of this (97.9%) than were the Grade IX's (52.0%).

Item 28: Rationale

This question is intended to examine the students' understanding of the determinant factors in the decision-making process. Are the needs of the greatest number of citizens the most important factor, or do economic or political considerations also play an influential part in the decision-making process?

Item 28: IN DECIDING WHERE TO LOCATE A CITY'S NEW SPORTS COMPLEX, A CITY COUNCIL WOULD BE GUIDED PRIMARILY BY THIS PRINCIPLE: PUBLIC BUILDINGS WILL BE LOCATED WHERE THEY WILL SERVE THE GREATEST NUMBER OF CITIZENS.

RESPONSES FOR QUESTION 28

GRADE	SA	A	U	D	SD	NO RESP.
9	32.0	42.0	14.0	10.0	2.0	0.0
10	18.0	54.0	10.0	10.0	8.0	0.0
11	26.7	42.2	13.3	6.7	4.4	6.7
12	23.9	39.1	8.7	26.1	2.2	0.0

INTERPRETATION

The data seems to indicate that a majority of students feel that decisions such as the location of a public sports complex is largely determined by fullest degree of public availability, thus discounting economic and political factors. This feeling was particularly strong among the younger students, but the older students apparently felt that other factors played a role in this type of decision-making. This is reflected by the statistics: 75% of the Grade IX students agreed with the statement, while 12% disagreed. On the other hand, 63% of the Grade XII's agreed, while 28% disagreed. Perhaps this indicates that students generally feel that government decisions are morally the right decisions.

Item 30: Rationale

This item was intended to discover the thinking of students with regard to the point of political accessibility into the civic government structure. Does one approach an elected person, if this is possible, or does one approach an appointed civic servant to gain a political goal?

Item 30: IF I WANTED TO HAVE THE CITY INSTALL TRAFFIC LIGHTS ON MY STREET CORNER, I WOULD GET QUICKEST ACTION BY CALLING THE MAYOR ON THE MATTER.

RESPONSES FOR QUESTION 30

GRADE	SA	A	U	D	SD	NO RESP.
9	2.0	8.0	32.0	30.0	26.0	2.0
10	0.0	16.0	20.0	36.0	28.0	0.0
11	6.7	20.0	28.9	26.7	11.1	6.7
12	0.0	2.2	17.4	43.5	34.8	2.2

INTERPRETATION

With the exception of the Grade XI students, the majority of students surveyed do not think that calling the mayor would give them quickest action on the installation of traffic lights. The Grade XII's were most emphatic in negative responses (78.3%), while none strongly agreed. There was a significant number of students undecided on this question, which might reflect doubt or confusion.

Item 7: Rationale

This item was intended to discover the thinking of students with regard to the point of political accessibility into the civic government structure. Does one approach an elected person, if this is possible, or does one approach an appointed civic servant to gain a political goal?

Item 7: IF A HOME OWNER WISHES TO HAVE THE ALLEY BEHIND HIS HOUSE PAVED, THE BEST APPROACH TO GET ACTION WOULD BE TO CONTACT THE CITY ENGINEER.

RESPONSES FOR QUESTION 7

GRADE	SA	A	U	D	SD	NO RESP.
9	2.0	22.0	22.0	40.0	14.0	0.0
10	4.0	16.0	32.0	34.0	14.0	0.0
11	2.2	11.1	33.3	26.7	26.7	0.0
12	4.3	28.3	17.4	37.0	13.0	0.0

INTERPRETATION

Most students disagreed with this choice, which indicates that students think that either the city engineer is not the best person to contact, or that this would be the wrong type of approach. Although one-half of the Grade XII students responded negatively, one-third of them did agree in some degree. It is interesting to note that one-third of the Grade X's and XI's were undecided on this question, which could indicate confusion.

In reality, city bureaucrats are very fundamentally civic governmental decision-makers. This survey indicates that well over 75% of students surveyed do not consider the city engineer, a bureaucrat, to be an important key to governmental action. The accessibility to decisions in the governing structure is a point that needs to be clarified.

Item 35: Rationale

This item was intended to indicate several things: do students appreciate the "provincial" level of traffic law? Do they appreciate the need for pressure group organization? Or are they frustrated in trying to influence civic and/or provincial government?

Item 35: IF I WANTED TO CHANGE THE SPEED LIMIT IN FRONT OF MY HOME, I WOULD FIRST
A) WRITE THE PROVINCIAL MINISTER OF HIGHWAYS
B) WRITE AN EDITORIAL IN THE LOCAL NEWSPAPER TO GET PUBLIC SUPPORT
C) FORM A PRESSURE GROUP AND PRESENT A PETITION TO THE CITY OR TOWN COUNCIL
D) CONSULT A LAWYER
E) NOT KNOW WHAT TO DO

RESPØNSES FØR QUESTIØN 35

GRADE	A	B	C	D	E	NØ RESP.
9	14.0	14.0	30.0	8.0	28.0	6.0
10	20.0	22.0	36.0	6.0	14.0	2.0
11	15.6	6.7	24.4	6.7	37.8	8.9
12	13.0	21.7	34.8	6.5	23.9	0.0

INTERPRETATION

With the exception of the Grade XI students, approximately one-third of those tested chose C: form a pressure group and present a petition to city council. This reflects a realistic approach, but is not able to show if the students would know how to organize their pressure group effectively.

Approximately one-quarter of the students responded that they would not know what to do, and a number gave no response at all. This reflects a certain amount of misunderstanding or frustration on behalf of the students as to what they can do in such situations.

Item 33: Rationale

How effectively can a student relate to his governments? Does he "feel" he can gain redress for wrongs from within the governmental system, or might he go outside? Can he present his case rationally to the bureaucracy at the level in which he might be most effective? Or is he frustrated?

Item 33: IF THE DAY AFTER I HAD RECEIVED A TRAFFIC TICKET FOR SPEEDING I WANTED TO CONTEST THE CHARGE BECAUSE I FELT I WAS INNOCENT, I WOULD FIRST
A) GO TO THE CHIEF OF POLICE
B) SEEK THE ADVICE OF A LAWYER
C) PLEAD WITH THE OFFICER WHO ISSUED THE TICKET
D) CHALLENGE THE CASE OPENLY IN COURT
E) NOT KNOW WHAT TO DO

RESPØNSES FØR QUESTIØN 33

GRADE	A	B	C	D	E	NØ RESP.
9	8.0	60.0	0.0	14.0	16.0	2.0
10	24.0	58.0	0.0	10.0	8.0	0.0
11	15.6	42.2	2.2	15.6	17.8	6.7
12	10.9	63.0	2.2	10.9	13.0	0.0

INTERPRETATION

Most students responded to B: seek the advice of a lawyer. This reflects the students' feeling that they are unable to contest a similar charge alone, but need the services of a professional in dealing with the law system in such a situation. This line of thinking was most prevalent among the Grade XII's.

Response to the other choices was quite varied, except a number of students responded that they would not know what to do. These students, as the students who chose B, do not know how to deal with the complexities of such a situation.

Item 34: Rationale

This question is intended to measure the students' knowledge of ways they might influence the urban community. In order to exert influence, does the student stage a demonstration, does he work through the system by contacting city council members,does he approach the official head of the organization, the mayor, or what?

The major reason for conducting this section of the questionnaire was to gain some insight of the students' knowledge of political and governmental decision-making, which, in turn, has an effect on the students' political attitudes and points of alienation of political issues. The following questions were designed to gain a better perspective of the students' knowledge on governmental and political matters.

Item 34: THE MOST EFFECTIVE WAY TO INFLUENCE A CITY COUNCIL IS TO:

A) STAGE A DEMONSTRATION IN FRONT OF CITY HALL
B) TRY TO INFLUENCE A NUMBER OF CITY COUNCIL MEMBERS INDIVIDUALLY
C) CONTACT THE MAYOR
D) BEGIN TO CAMPAIGN TO GAIN PUBLIC SUPPORT, AND THEN PRESENT MY CASE TO COUNCIL
E) WRITE A LETTER, OR LETTERS, TO THE EDITOR OF A LOCAL NEWSPAPER TO GAIN PUBLIC SUPPORT

RESPONSES FOR QUESTION 34

GRADE	A	B	C	D	E	NO RESP.
9	4.0	8.0	2.0	48.0	34.0	4.0
10	2.0	14.0	2.0	64.0	14.0	4.0
11	4.4	8.9	4.4	64.4	4.4	13.3
12	2.2	6.5	0.0	63.0	21.7	6.5

INTERPRETATION

The most popular choice for all grade levels was D: Begin a campaign to gain public support, and then present my case to council. This response reflects a desire to work within and through the accepted political and governmental system.

The next choice appears to be E: Write a letter, or letters, to the editor of a local newspaper to gain public support. Again, this indicates a desire to approach a council through accepted channels.

Alternative B was relatively unpopular, perhaps because the individual student feels he would have little influence on council members.

A number of students (4% to 13%) gave no response to this question, perhaps indicating indecision or confusion.

GENERAL INTERPRETATION OF KNOWLEDGE QUESTIONS

Students seem to be fairly cognizant of decision-making processes in relevant situations such as their schools, but there is a significant number who are confused, apparently misinformed, and obviously undecided on the actual functioning processes of the civic, provincial and federal political and governing bodies. Even though students indicated a willingness to work within the system and are aware that government is very complex, they do not understand the actual operation of the system.

Students showed marked confusion in their understanding of the political and governmental structures. For example, they registered a 75% response that they felt 100% participation of citizens would enable government to function best. And yet, they seemed to contradict themselves when 45% indicated that voting at election time is the most important thing about being a citizen.

A significant number of students (one-third) illustrated their confusion and lack of understanding when they responded they would either not know what to do or would consult with a lawyer if they wanted to change the speed limit in front of their homes. In another question, one-quarter of those students surveyed would not know who to contact if they wanted their own alley paved.

Students also seemed confused over political terminology. Over 75% of those polled on the question dealing with "bureaucracy" and "civil service" responded undecided or gave no response.

Students seemed willing to attempt to influence government decisions through accepted channels: 70% of those polled responded that the most effective way to influence a city council was through the system itself. Students seemed to look upon government favorably in that they see it as a facilitator, not a restrictor, of their action.

The analysis of the knowledge questions seems to point out that students have a positive attitude toward government and are willing to approach it through the accepted channels, but the students surveyed lacked the fundamental knowledge and skills necessary to funtion effectively within the governing systems.

INTENDED LEARNING OUTCOMES

By studying student status with respect to how much they know about municipal government and the political process, it was agreed by team members and consultants that there was a definite deficiency which could be met by certain objectives in the social science courses.

The overriding general objective is that students ought to possess more factual information regarding the process of local government. In view of this general objective, the team further decided that students should study the effects of pressure groups that operate at the political level in the urban community.

The preponderance of literature related to this topic indicates that pressure groups do exert influence on the political decision-making of the urban community. Consequently, the team sees the following associated tentative generalizations as valid. Through a series of testing and experimentation in Phase II of the program, it may be necessary to revise or eliminate some of them and finally to incorporate them into specific behavioral objectives. After careful screening, it is our hope that the specific objectives finally selected will enable the student to acquire specific insights regarding the political process, as well as to foster social, intellectual, and emotional maturity.

In summary, the selection of curriculum materials will be influenced by the following guidelines:

- a demonstrated lack of knowledge among students regarding the functions of the political system.
- with the accelerated rate of urbanization, the political process will inevitably become more complex; consequently, students will require knowledge of how the decision-making process in the urban community operates.

TENTATIVE GENERALIZATIONS

1. Pressure groups exist for specific purposes, having both immediate and long range goals.
2. Pressure groups do exist for poitical purposes.
3. Pressure groups are a viable and legitimate force for bringing about change or resisting change within the democratic system.
4. Every urban community has its own power elite, which largely determines the outcome of politics in that community.
5. Pressure groups can be an integrated part of this power elite, or they may be an external force whose presence cannot be ignored.
6. Pressure groups can help sustain this power elite, or they may defeat the elite.
7. A close examination of a pressure group should normally show that some are more successful than others.
8. Many pressure groups are formed on an ad hoc basis when a particular issue threatens a segment of society.
9. Ad hoc pressure groups are generally less successful than well established pressure groups.
10. Pressure groups which have a definitive economic concern are usually more durable than others.
11. Pressure groups may not always be aware of their association as being an active and viable pressure group.
12. Pressure groups may effectively block or modify policy if it is a direct threat to their own existence.
13. A group of persons is more effective than an individual in creating political stress and consequently pressure groups are more successful in creating stress than individual persons.
14. An individual or group can be politically effective in creating stress if the issue embraced is of majority concern.
15. Political decision-makers are sensitive to the stress created by public demands or pressure groups; the greater the stress the greater the likelihood of favorable policy.
16. The political system requires inputs from various sources to assist it in decision-making. Pressure groups generally provide this service effectively.
17. The political agitation of pressure groups seems to lessen as the group's objectives are either met or they consider the issue to be beyond their sphere of influence.
18. Methods or tactics employed by pressure groups to create stress vary depending on the issue at stake.
19. Several pressure groups may combine on certain issues to present a consolidated front.

CHART OF CONCEPTS

A Summary of Concepts from the Disciplines

DISCIPLINES	HISTORY	ANTHROPOLOGY	SOCIOLOGY	POLITICAL SCIENCE	ECONOMICS	PSYCHOLOGY	GEOGRAPHY	
A. POLITICAL SYSTEM	x			x	x			
1. Political Activity	x	x	x	x	x	x		
2. Gov't Activity	x		x	x	x			
3. Elitism			x	x	x	x	x	
4. Bureaucracy	x	x	x	x	x	x	.	
B. POLITICAL DECISION-MAKING	x		x	x	x	x		
1. Political Decision	x		x	x	x	x		
2. Political Efficacy	x		x	x	x	x		
3. Manipulation	x	x	x	x		x		
4. Accommodation	x	x	x	x		x		
5. Alienation	x	x	x	x	x	x	x	
C. PRESSURE GROUP	x	x	x	x	x	x		
1. Stress	x		x	x	x	x	x	
2. Vested Interest	x		x	x	x	x	x	

MODEL FOR CURRICULUM DEVELOPMENT

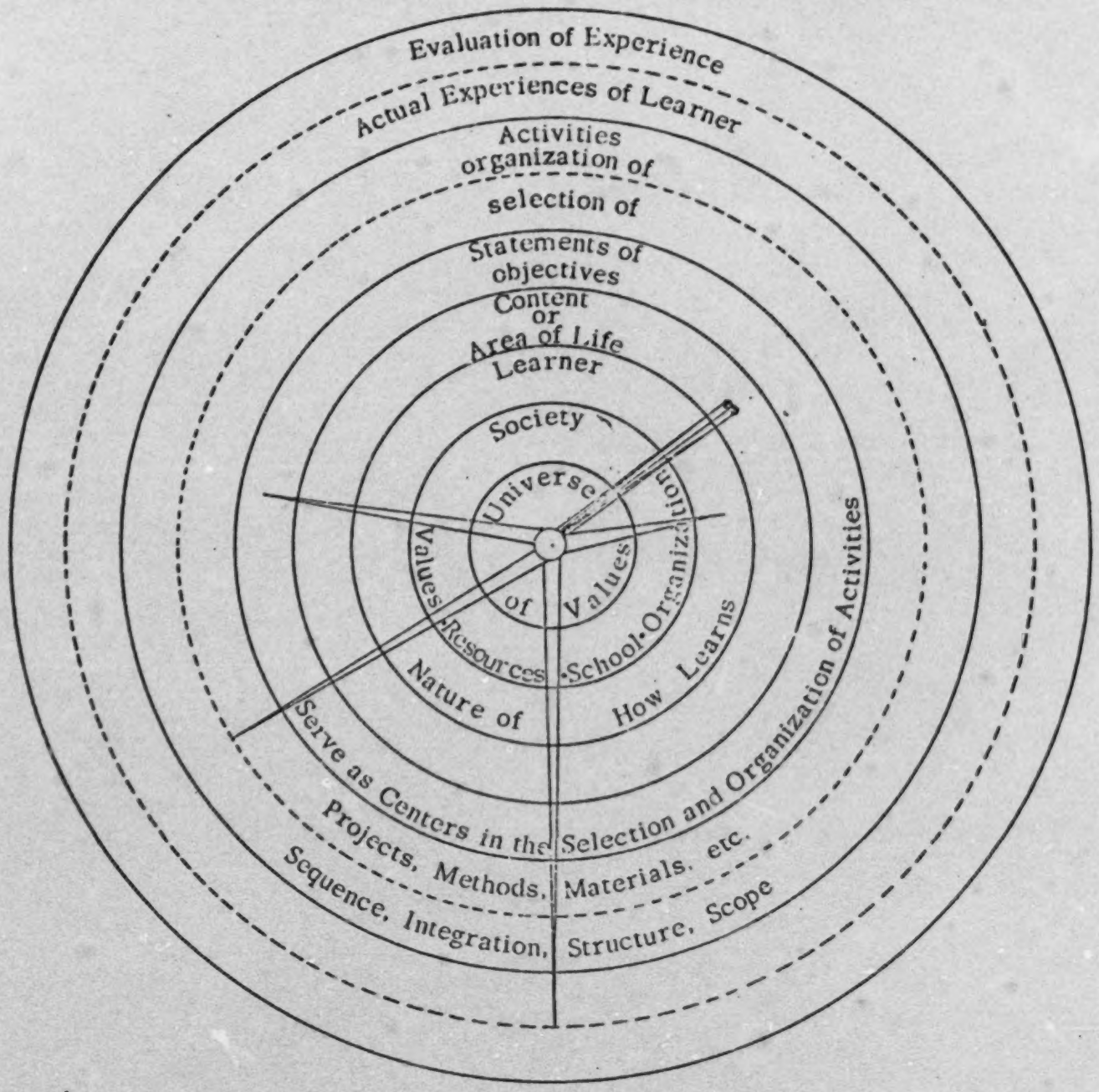
Curriculum implies the ordering of learning experiences within a framework derived from two sources: the disciplines and the process of "inquiry." A number of curriculum writers suggest that the disciplines are structured both conceptually and syntactically (methodologically). Thus the significance and meaning of curriculum items stem from their internal relationship and from the mode of inquiry used in the identification of their relationship. A further assumption inherent here is that the end product of curriculum, per se is the blend of concept and method, and that this blend is the result of instruction. In effect, the goal of instruction is expressed through a series of intended learning outcomes.

The acquisition of skills and knowledge, is instrumental to the development of a person's ability to make decisions that are best for him. To a large extent, these decisions are value judgments. Thus a model of curriculum building that focuses upon the decision-making process, i.e., the making of value judgments would appear to have direct applicability to this project.

A curriculum model that will achieve the intended learning outcomes (listed elsewhere in this report) which tentatively appears to have merit is a concentric circles system, illustrated by the chart on page 40.

Values guide curriculum development to certain aspects of society, the student, and the content as shown by the first three concentric circles. In the outer three circles the values that emerged from a consideration of society, the student and the content, provide the focus for the selection of content, the development of objectives, the selection and organization of actual learning experiences and evaluation of the learning experience. The outward movement from the centre produces continual modification in each circle. Each modification is the result of various influences represented within each circle. At any time, due to further modification, a value may be rescreened by passing back, via the jagged-back-and-forth line to the centre or universe of values.

A CONCEPTUAL FRAMEWORK FOR CURRICULUM DEVELOPMENT



[Emans, R., "A Proposed Conceptual Framework for Curriculum Development" in Short, E. C.; Marconnit, G. D., Contemporary Thought on Public School Curriculum. Dubuque, Iowa: Wm. C. Brown Company, Publishers, 1968, pp. 32-37.]

MATERIALS TO BE DEVELOPED

It is envisioned that materials produced will have national applicability, since the Lethbridge Team has taken care to utilize a number of consultants who represent wide and varied backgrounds in addition to their actual location, viz.: Lethbridge, Guelph and Toronto.

Materials produced will be directed to the secondary school, specifically at the Grade X-XII level where units of work dealing with government are usually taught. They will also have relevance for a variety of optional courses at the high school level. The length of time suggested is six to eight weeks duration.

Case studies will be utilized to deal with universal themes, with the responsibility of the local teacher being one of adapting the materials to suit the needs of his particular class. Concepts selected are applicable to any region in Canada, as well as being interdisciplinary in scope. In those provinces where social studies is still taught in the traditional mold of political history and physical geography, it will be a matter for the local teacher to make the necessary changes.

Since pressure groups are a universal phenomena, and are being increasingly active in the political decision-making process in Canada, the topic by virtue of its inherent possibilities should generate considerable interest among students of government. In this regard, it is hoped that there will be sufficient variation within the materials to appeal to a wide diversity of student interest. The answer to the question of relevance is partially implicit in the topic itself.

The content material will be prepared in the form of multi-media learning packages so designed to enhance the "inquiry" approach to instruction. These learning packages will include simulation exercises, film strips, slides, tapes of interviews, and pamphlet materials illustrative of the historical development of typical political decisions in the urban community. A set of questions designed to encourage further inquiry on the part of the students will be included.

The initial questionnaire that was administered to assess the degree of student knowledge of decision making, will be refined in the hope that it might emerge as a useful evaluation instrument.

To accomplish the tasks of developing curriculum materials, release time will be sought in the form of blocks of time. Experience gained from the work of Phase I, would suggest that this release time may or may not involve the total team at any one time.

A fictitious name will be used and the size of the community limited to approximately 40,000 people

EVALUATION OF PROJECT ACTIVITIES

The Lethbridge Team of Project Canada West met a total of thirty-one times during the year; fourteen meetings were all day, fifteen were small group meetings, and two were afternoon half-days. The esprit de corps among team members has been excellent. All have contributed to the total project in a manner that is indicative of their interest and feeling of camaraderie that prevailed throughout this year.

All consultants, with the exception of two, were from within the community or The University of Lethbridge. Professor Gold is a member of the Anthropology and Sociology Department, University of Guelph. His special interest is in the study of political activity in the small urban community of Quebec, and being bilingual, he was able to identify source material related to the French Canadian milieu, which in some instances, have their counterpart in Western Canada. Mr. Goodall is a Ph.D. candidate at York University. Through its consultants the Lethbridge Team has not only achieved a balance from within the disciplines, in an interdisciplinarian sense, but its scope has emerged with a national character.

Relationships with both the school districts involved and the consultants have been par excellence and this fact has had a noticeable effect upon the morale and working habits of team members. The school boards involved have been generous in permitting individual members to take the necessary time, particularly towards the end of the project, to collate its activities and to prepare its year-one report to Project Canada West.

Regular meetings, which included lunch, enabled team members to plan their school schedules so that substitute teachers were able to carry on the instruction when they had to do so. Since many of the team members do considerable individualized, and group instruction, there were times when substitutes were not required. The lesson learned here was found in the quality of the team members. As in any cooperative endeavour, the quality of the whole is only as good as its parts. Throughout the year tasks were assigned by mutual consent, with the first draft of written work returned to the entire group for criticism and evaluation.

Student involvement has been part of the work to date as the team sought to integrate the three elements of: the disciplines, society and students. The questionnaire was conceived by team members, and administered to students taught by team members in an effort to get some tentative corroborating evidence of the necessity of the study.

FEASIBILITY OF TEACHER CURRICULUM DEVELOPMENT

The experience of the Lethbridge Team is that the role of teacher curriculum developer is both desirable and feasible. All team members have been excited about the project and its future prospect, as a result of recognizing, perhaps for the first time, just what is involved in curriculum building. Among the insights team members have had are:

1. The role and significance of objectives have become much more meaningful to the teachers as well as experiencing an increase in their knowledge about the different kinds of objectives.

2. There was a feeling that teacher effectiveness would increase; the work in the project thus far has centred on a concern for the students--the underlying theme being "What is it that students need?"

3. A greater feeling of professionalism emerged among members of the team, with the recognition that teachers are capable of making decisions about curriculum. They are in a position to determine student needs and interests, and consequently, can decide on the curriculum that will best satisfy those needs.

SUGGESTIONS TO OTHER GROUPS

1. Without question, the success of the Lethbridge Team to date has been in the quality of team members who have enjoyed an excellent experience in working together. A concentrated effort that such a program requires demands personalities that can sustain such an effort.

2. Block meetings of one to two weeks at a time to provide continuity of effort and production would seem to be the more profitable rather than a piece-meal approach.

3. Luncheon meetings were stimulating, since the formal introductions of our consultants were made at this time, and in addition, the luncheon meeting provided an informal diversion without breaking the continuity of effort.

4. The clarification and achievement of specific tasks were accomplished more efficiently when the group broke down into small groups or worked in pairs.

5. Team members found it more profitable to be totally away from their school settings.

6. There should initially be provision for a few workshops in curriculum building.

As the project moves into its second year, the Lethbridge Team recognizes the need to devote more in-depth time to it and hence from its experience to date feels that the team members will require time free from their classroom duties. It is the experience of the team thus far that with more release time and a conducive, harmonious working relationship among its members, that curriculum building is certainly within the capabilities of the classroom teacher. This does not preclude the need for consultation with other trained people. On the contrary, cooperation is both desirable and necessary.

PROPOSED BUDGET FOR 1971-1972

In view of the expenses incurred by the team this year, along with the envisioned increase in the activity of the team, both as individuals and as a group, the proposed budget is designed to allow for the expansion in the total operation of the Lethbridge Team.

Substitute Pay (Release Time)	$ 4,500.
Meals	400.
Space Rental	200.
Workshops, Conferences, Travel	2,500.
Consultant Fees	550.
Materials: Cameras, Films, Books	1,200.
Secretarial Help: Typing, Printing, Graphics, Interpreter's Fees	850.
Individual Member Expenses: Mileage, Typing, Interviews, etc.	300.
TOTAL	$10,400.

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